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ABSTRACT

This document provides brief descriptions of the major projects supported in 1989 by the Bernard van Leer Foundation. A total of 94 projects are covered. Each is described in terms of: (1) the sponsoring institution; (2) the title of the project; (3) the duration of project activities supported by the foundation; and (4) a description of the project, including its setting, the needs to which it responds, its objectives, and its activities. Project profiles are organized by country, and countries are organized by geographic zones, which include Africa, Asia and the Pacific, Europe, and the Western Hemisphere. For each country, a map shows the location of the headquarters of the project or projects. Maps are accompanied by statistical data relevant to early childhood care and education, including data on total population, child population under 5 years, infant mortality rate, under-5 mortality rate, primary school enrollment by sex, and primary school completion rate. (Author/RH)

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Current Programme

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MAY 1989

What is the Bernard van Leer Foundation?

The Foundation takes its name from Bernard van Leer, a Dutch industrialist who died in 1958 and gave the entire share capital of his worldwide enterprise for humanitarian purposes. The Foundation's money comes from the profits of the Van Leer Group of Companies, which specialises in making packaging materials and products, and is established in 30 countries.

What does the Foundation do?

The Foundation supports innovative projects which are designed to improve the educational, social and developmental opportunities of children from birth to eight years of age. Nearly 100 major projects are currently being suppported in 40 countries around the world including both industrialised and developing nations. In all cases, the focus is on those children and communities that are least able to benefit from educational and developmental opportunities because of social and other forms of disadvantage. These include the children of ethnic and cultural minorities, children living in urban slums, shanty towns, and remote rural areas, and children of teenage parents.

Who organises the projects?

The Foundation does not organise or manage projects. It works with partners in the countries where the projects are located. For example, project partners include government departments, local municipalities, trade unions, academic institutions and voluntary organisations. These local partners are responsible for all aspects of a project – development, management, training, implementation, evaluation. They also contribute a proportion of the costs in terms of both money and services. A key objective in the initiation and implementation of projects is that the effectiveness of the work they succeed in developing will last long after the Foundation has withdrawn from the project.

How does the Foundation work?

The Foundation does not just give grants, it also provides technical advice, information and professional support to projects in the field. The Foundation Network consists of people associated with projects and the staff of the Foundation. An important part of the support given by the Foundation is the stimulation of exchanges of information, ideas and experiences between projects. Inter-project visits are arranged, seminars and workshops are organised, and publications based on project experiences are produced.

What do the projects do?

All projects supported by the Foundation have, at their core, the education, care and development of young children. An essential ingredient of projects is the close involvement of the parents of the children and of the surrounding community. This is based on the belief that the home is the most important environment affecting human development, and that the community is also important. Projects do not therefore look only at educational activities which take place in pre-schools, nurseries or primary schools, they work with adults in their own homes and in the community in order to create understanding and awareness of children's developmental needs. This

Cover photograph: children from the Hebei province pre-school programme, People's Republic of China

(continued on inside back cover)

Bernard van Leer Foundation

Current Programme

May 1989

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Current Programme provides brief descriptions of the major projects being supported by the Bernard van Leer Foundation. This edition replaces the booklet of the same name published in March 1988.

Approval of major project proposals is the responsibility of the Foundation's Board of Trustees. Projects listed here include these major projects (or phases of projects) which were operationally active at the beginning of April 1989.

Project information

Ninety-four major projects are included in this edition. Each is described in terms of:

- the sponsoring institution i.e. the organisation officially responsible for carrying out the activities for which the Foundation has made a grant;
- the title of the project;
- the duration of project activities supported by the Foundation;
- an outline description of the project: its setting, the needs to which it is responding, its objectives and activities.

Where the current phase of a project was preceded by earlier phases of Foundation support, these are referred to in the text.

Country information For each country there is a map showing the location of the headquarters of the project, or projects, listed under the country heading. The maps are not to a common scale.

Accompanying the maps are statistical data relevant to early childhood care and education. The sources and definitions of these data are as follows:

Total population Source: UNICEF, *State of the World's Children, 1989*, Table 1 (figures for 1987).

Child population under 5 Source: UNICEF, *op cit*, Table 5 (figures for 1987).

Infant mortality rate Source: UNICEF, *op cit*, Table 1: annual number of deaths of infants under one year of age per 1000 live births, for 1960 and 1987.

Under 5 mortality rate* Source: UNICEF, *op cit*, Table 1: annual number of deaths of children under 5 years of age per 1000 live births, for 1960 and 1987.

Primary school enrolment Source: UNICEF, *op cit*, Table 4: net enrolment ratio of children enrolled in primary school who belong to the relevant age group, expressed as a percentage of the total number of children in that age group (1984-1986).

Primary school completion Source: UNICEF, *op cit*, Table 4: percentage rate of children entering first grade of primary school who successfully complete primary school in due course (1980-1986).

Population figures Population figures have been rounded to the nearest 0.1 million.

n.a. indicates that the figures are not available from the sources cited above.

*Figures given for 'under 5 mortality rate' are estimates prepared by the United Nations Population Division on an internationally comparable basis using various sources. In some cases, these may differ from national estimates.

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Population (millions):
Total: **22.1**
Children under 5: **4.9**

Infant mortality rate
1960: **124** 1987: **73**

Under 5 mortality rate
1960: **208** 1987: **116**

Primary school enrolment male/female: **n.a.**

Primary school completion rate: **62**

Ministry of Education, Science and Technology

National Centre for Early Childhood Education (NACECE)

1984 – 1990

The National Centre for Early Childhood Education (NACECE), based at the Kenya Institute of Education in Nairobi, coordinates and supports early childhood teams throughout the country. Working through District Centres for Early Childhood Education (DICECES), the programme provides training for pre-school teachers and those who train them; helps to develop curricula and teaching methods adapted to the language, culture and traditions of local communities; and emphasises the involvement of parents and the local community in all aspects of pre-schools. This includes building, equipping and managing pre-schools, providing resources and materials, and contributing to the curriculum. Training provided by NACECE/DICECES is usually in-service and is located in the localities and schools where people work.

Population (millions):
Total: **1.6**
Children under 5: **0.3**

Infant mortality rate:
1960: **149** 1987: **101**

Under 5 mortality rate:
1960: **208** 1987: **139**

Primary school enrolment male/female: **n.a.**

Primary school completion rate: **27**

Ministry of Education

Training and upgrading for para-professionals and parents in the Lesotho early childhood development programme

1989 – 1992

More than 200 early childhood development centres have been set up in Lesotho by local communities. The Early Childhood Development Unit of the Ministry of Education, together with the Lesotho Distance Teaching Centre, is developing a programme of training, curricular development and parental education in three districts. Working with local leaders, parents and communities, the aims are to develop both a training system for underqualified teachers and locally relevant materials, and to create greater awareness nationally and locally of the needs of young children. Emphasis will be given to child health and nutrition and the prevention of child accidents and water-borne diseases.

Population (millions):
Total: **23.3**
Children under 5: **3.6**

Infant mortality rate
1960: **163** 1987: **84**

Under 5 mortality rate
1960: **265** 1987: **123**

Primary school enrolment
male/female: **75/50**

Primary school completion
rate: **70**

Ministère de la Jeunesse et des Sports and **Université Mohammed V**
(Ministry for Youth and Sports and the Mohammed V University)

Pilot pre-school teacher training programme

1986 – 1989

Of 2.1 million children in Morocco aged four and five, only 600,000 go to pre-school. Responsibility for pre-school education is divided among different ministries and private organisations, each of which runs its own small network and for which hardly any curricula or suitably trained staff are available. The Ministry for Youth and Sports is responsible for a small network of new pre-schools and is involved with the Mohammed V University in the development of a new approach to pre-school teacher training in Rabat. From a demonstration pre-school centre in a nearby *bidonville*, residential courses with an emphasis on practical work are offered to trainees from all over the country, together with intensive in-service training for staff in 11 local pre-school centres. The strengthening of the local network, including the increasing involvement of parents' associations, is seen as the basis for the future development of a national network.

Population (millions):
Total: **101.9**
Children under 5: **20.4**

Infant mortality rate
1960: **190** 1987: **106**

Under 5 mortality rate
1960: **318** 1987: **177**

Primary school enrolment
male/female: **n.a.**

Primary school completion
rate: **31**

UNICEF (Nigeria)

Improving basic child care and child development in the early years

1987 – 1991

Based on the findings of surveys which investigated existing child care arrangements and family needs, activities are now under way in the two local government areas of Oyo and Owo which include both urban and rural communities. The programme's social mobilisation approach involves all those who look after young children – mothers, siblings and other caregivers – and emphasises child development, health and nutrition, the use of locally relevant materials, and the reinforcement of local languages and traditional cultures. The project has begun to link the various bodies which provide services to children and their families, and works also through local women's organisations. These have jointly set up three demonstration child care facilities and intend to offer training programmes relevant to local needs. The project is part of a wider initiative to promote rural development and to lessen the heavy burden of food production and processing which falls on women and children. Eventually the Early Child Care and Development Programme will cover five local government areas in five states of the Federation.

Population (millions):
Total: **33**
Children under 5: **4.6**

Infant mortality rate
1960: **135** 1987: **73**

Under 5 mortality rate
1960: **192** 1987: **98**

Primary school enrolment male/female: **n.a.**

Primary school completion rate: **n.a.**

Community Education and Development Trust

Chatsworth Early Learning Centre, Durban

1984 – 1991

The Durban suburb of Chatsworth houses the majority of the city's Indian population. The centre was established in 1978 as a low-cost facility providing pre-school programmes and related community activities. The centre has raised interest in the education of young children in Chatsworth through activities such as a mobile play centre in a converted bus; the establishment and support of backyard nurseries and playgroups; parent training programmes; a small pre-school resource centre; a community newsletter; teacher training courses, workshops and support programmes; and a health programme for pre-school children. Both parent and community involvement in the planning and implementation of these activities has been increasing.

Entokozweni Early Learning and Community Services Centre

Early Learning in Soweto, Johannesburg

1986 – 1991

Entokozweni is an established social welfare organisation operating in the country's largest black urban community. The Centre, set up in Soweto in 1974, caters for children from six months to six years, and its programme of activities is geared towards assisting the children to express themselves and to develop their learning ability. In addition, training workshops and demonstration classes have been set up for pre-school workers. A home-based playgroup programme uses trained home visitors who focus on health and nutrition as well as educational activities. Programmes for parents help to increase their confidence with children and improve their educational role.

Centre for Social Development, Rhodes University

Training for early childhood care and education in Grahamstown

1987 – 1991

During its first three years of existence the Foundation-supported pre-school project of the Centre for Social Development of Rhodes University in Grahamstown provided training and resource facilities to existing pre-schools, and helped establish home-based services. In a new phase, the project will consolidate its urban activities and concentrate on developing rural outreach activities by helping to set up rural pre-schools, providing pre- and in-service training for pre-school teachers and playgroup leaders, and establishing an education programme for parents. Special attention will be given to early stimulation, improved nutrition and parent support.

East London and Border Society for Early Childhood Education

In-service training and support for early education

1987 – 1991

This project continues and expands the work of an earlier Foundation-supported project by providing in-service training for pre-school teachers in the East London and Border area. It has a training programme with nurses in hospitals to encourage their involvement in the overall development of children in their care, clinic based activities for mothers, and a support programme for newly established pre-schools in the Eastern part of the Cape Province.

Rural Pre-school Development Trust

'Ntataise' experimental pre-school project for children of farm labourers, Viljoenskroon

1987 – 1991

The Trust was created in 1981 to train para-professional pre-school teachers in the rural areas around Viljoenskroon in the Orange Free State. The project has succeeded in convincing local farmers that they should demonstrate a responsibility towards the children of the labourers on their holdings and 23 pre-schools are functioning where none existed before. The pre-schools are provided by the farmers, while the project trains the para-professional teachers and provides support services including play materials and a mobile library. The project offers regular training courses and support to 100 similar pre-schools in other farming areas of the country, including the production of a comprehensive guide on establishing and operating farm pre-schools. Parent education programmes focusing on child development, health and nutrition are also being strengthened during the current phase of the project.

Western Cape Foundation for Community Work

FCW pre-school training and support project

1987 – 1991

The Western Cape Foundation for Community Work (FCW), a welfare organisation supporting community organised pre-schools in and around Capetown, provides a variety of services related to young children and their families. With Foundation support, FCW is now increasing those of its operations which are particularly relevant for newly established pre-schools. Activities undertaken include in-service training for teachers and para-professional teachers, parent education, school management, support for fundraising as well as support in financial administration at community pre-schools.

Population (millions):
Total: **8.8**
Children under 5: **1.6**

Infant mortality rate
1960: **110** 1987: **73**

Under 5 mortality rate
1960: **182** 1987: **116**

Primary school enrolment male/female: **n.a.**

Primary school completion rate: **79**

Foundation for Education with Production (IEP International)

Pre-school, health and adult education in a rural settlement area

1984 – 1989

The Kushanda project is based at a cooperative farm in the Marondera district in north-eastern Zimbabwe and is gradually extending its activities to other communities in the area. A comprehensive training programme, incorporating child development, the management and running of pre-schools, health, nutrition, adult education and literacy, was developed at the pre-school at the farm. This now provides a training base for staff of other pre-schools, eight of which have so far been set up.

Ministry of Primary and Secondary Education

Rural pre-school project

1986 – 1989

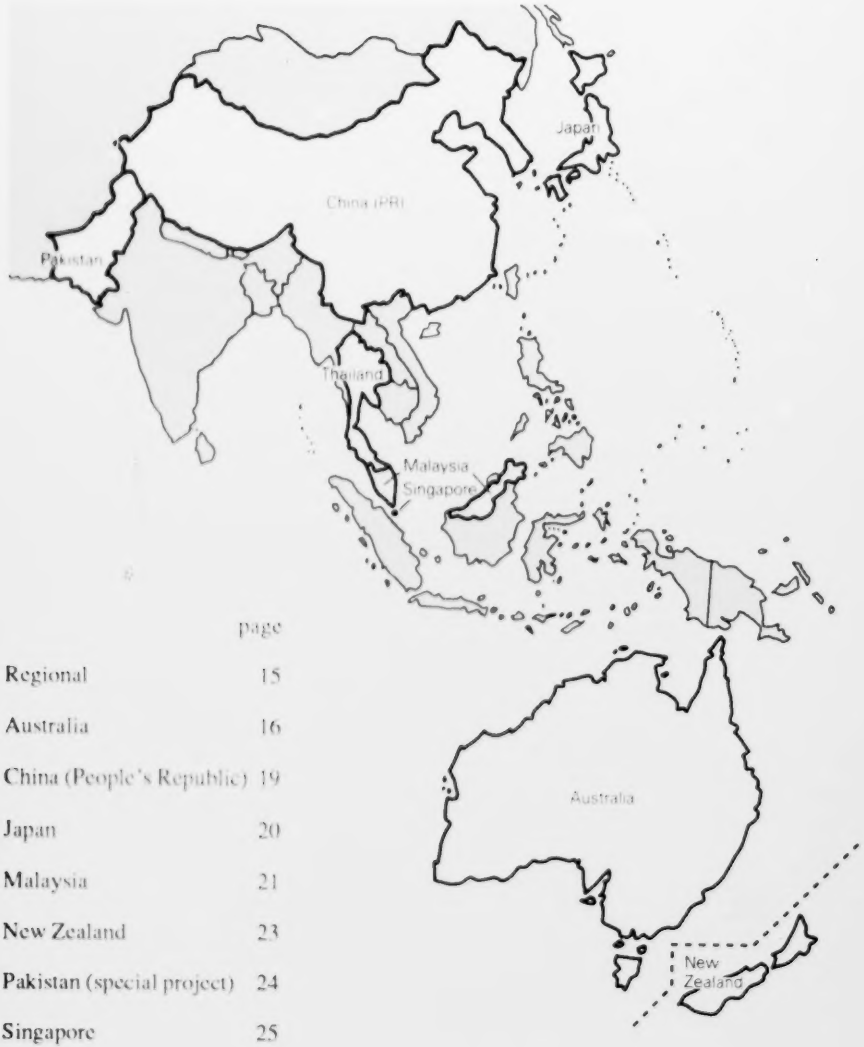
Rudimentary pre-school groups in rural Zimbabwe developed from feeding posts established during the drought of 1981-84. These were run by local women volunteers who, though untrained, initiated play activities for the young children coming for food supplements. There are now well over 3000 village-based pre-schools in the country which exist largely as a result of self-help efforts. This project is part of a broad pre-school programme initiated by the Government in 1982 and provides training for local pre-school workers in order to upgrade their skills and abilities. A national curriculum has been compiled as has a Play Equipment and Furniture Production manual, based on the experience of workshops held throughout the country involving teachers and parents.

Association of Women's Clubs (AWC), Zimbabwe

Training Mozambican refugees

1988 – 1991

The civil war in Mozambique has uprooted more than a million people, many of them seeking refuge in neighbouring countries. At least 75,000 refugees are located in four camps in the eastern part of Zimbabwe, of whom some 25,000 are children under the age of five. The AWC – which has been involved in running a training programme for pre-school teachers in Zimbabwe – has established training teams to work in each of the refugee camps to provide initial training and guidance to refugee para-professionals on basic organisational skills in setting up and running pre-schools, and on the development of toys and educational materials. The project will also provide family education aimed at improving the health and nutrition of children, vocational training and leadership skills for Mozambican refugee women to enable them ultimately to take over training tasks, especially in the event of a return to Mozambique.



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Regional Training and Resource Centre for Asia

1988 – 1993

A regional training facility for early childhood care and education, based in Singapore, has been established to help identify training needs in Asia, identify training expertise throughout the region in order to build up and support a regional training team, develop training courses, and provide a library of educational and training materials. The centre, run in cooperation with the Singapore National Trades Union Congress, plans to operate core courses for trainers, who in turn are expected to run courses for project staff in their own locations, with support from the staff of the centre. Short courses will also be offered in Singapore for staff of projects in the region on particular topics of common interest. However, the bulk of the training work is expected to occur in the field, making use of the regional training team, so that the actual practice in specific situations can provide the material for training.

AUSTRALIA

Population (millions):
Total: **16.2**
Children under 5: **1.2**

Infant mortality rate
1960: **21** 1987: **9**

Under 5 mortality rate
1960: **25** 1987: **10**

Primary school enrolment male/female: **97/98**

Primary school completion rate: **n.a.**

Aboriginal Training and Cultural Institute (ATCI), Balmain

Leadership and management for Aboriginal early childhood education (ATCI)

1986 – 1989

The Aboriginal population of Australia is a highly disadvantaged indigenous minority in an industrialised country. Infant mortality rates for Aboriginals are three to four times higher than the national average. The children who survive are ten times less likely to complete school than other Australians. ATCI was set up by a group of highly motivated Aborigines and draws together urban, rural and traditional communities. The project operates a training programme to develop community-based teams of six or more people who work in rural communities. They concentrate on finding ways of enabling Aboriginal parents, teachers, clan leaders and health and welfare personnel to coordinate their efforts in a way relevant to the needs of young children.

The Hunter Institute of Higher Education

Community-based services for families in caravan parks

1988 – 1991

Approximately 300,000 Australians live in caravan parks. Many are unemployed and cannot afford permanent housing. Recent surveys have highlighted the effects of caravan park life on children, who are described as being aggressive or fearful, unused to play, physically awkward and lacking in verbal skills. In an earlier phase, the project developed a programme for children and families in 17 caravan parks in the Hunter Valley region of coastal New South Wales, aimed at improving young children's social, emotional and physical skills and assisting parents to work together to improve conditions in the parks and to utilise available educational and health services. In its current phase, the project plans to focus on providing training and support for local parents' groups and park managements to operate playgroups, after-school programmes and parent education programmes. Efforts will also be made to extend the programme to other caravan parks in the greater Sydney area.

Lady Gowrie Child Centre

Early childhood and social support for isolated families in New South Wales

1987 – 1990

Family life on homesteads in the remote rural areas (outback) of the north-west quarter of New South Wales is imperilled by boredom, alcoholism, low income, lack of competence in dealing with government services and, for children, little opportunity for contact with other children or adults. This situation is aggravated by parents' limited understanding of child development which can contribute to problems such as delayed speech, hearing and coordination problems and lack of social and pre-academic skills among the children. The Lady Gowrie Child Centre, with a distinguished record in early childhood education, has developed a project to reach 400 outback children with intensive inputs and another 2,000 less intensively. This involves a mobile resource unit to provide early childhood education and health programmes through home visiting and playgroup programmes. The mobile unit is complemented with a daily radio programme for children and parents and good quality children's videos.

University of Western Australia

Educational support for children of itinerant families in the Goldfields Region of Western Australia

1987 – 1990

With the resurgence of mining in recent years in Western Australia, many itinerant families have moved into the Eastern Goldfields Region, finding new locations as prospection and mining opportunities change. A study, carried out by the University of Western Australia with Foundation support, found that children who change school and residence at least once before they are eight years old tend to have lower academic achievements than other children. However, children whose parents show interest in their schooling and provide a high level of support, do manage to perform better than the average. Accordingly, the University of Western Australia has developed an experimental system to provide a specialised teacher resource service, including interactive computer learning resources operated by children in lower primary school, their parents and teachers.

Population (millions):
Total: **1,088.6**
Children under 5: **99.3**

Infant mortality rate
1960: **150** 1987: **33**

Under 5 mortality rate
1960: **202** 1987: **45**

Primary school enrolment male/female: **99/91**

Primary school completion rate: **66**

Central Institute of Educational Research (CIER) and **Qin County**

Development of a system of training and on-the-job support for pre-school education in rural areas of China

1987 – 1990

Eighty per cent of China's population is rural. In many rural areas, local governments are expressing their determination to improve their children's opportunities by investing their limited resources in the construction and staffing of simple kindergartens and training centres. In Qin County within the wheat-growing province of Hebei, a Rural Resource and Training Centre is being established which will provide in-service training to support the staff of kindergartens in their own communities. Their work will be supported by mobile units. The project will also develop curriculum and materials suitable for application in rural pre-schools, and work out ways to reach families and help them to create a healthy and stimulating environment for their children.

Population (millions):
Total: **121.9**
Children under 5: **7.2**

Infant mortality rate
1960: **31** 1987: **5**

Under 5 mortality rate
1960: **40** 1987: **8**

Primary school enrolment male/female: **100/100**

Primary school completion rate: **100**

Shakaifukushi-Hojin Betaniya Home
(Social Welfare Council, Bethany Home)

Services for mothers and children in refuge centres

1986 – 1992

The growth in the number of single-parent families in Japan has led to the need for readjustments in ways of thinking about and coping with women and children who are virtually cut off from their families. The Bethany Home is one of several hundred similar voluntary institutions in Japan and, in a first phase of Foundation support, renewed and consolidated several existing programmes to help these families, mainly in a residential setting. In a second phase, the Home is developing its training programmes for workers and improving services for single parent families during and after their stay. More emphasis is being placed on extending services into the community and on the adoption of new methods in other settings throughout greater Tokyo.

MALAYSIA

Population (millions):
Total: **16.2**
Children under 5: **2.2**

Infant mortality rate
1960: **73** 1987: **24**

Under 5 mortality rate
1960: **106** 1987: **33**

Primary school enrolment male/female: **n.a.**

Primary school completion rate: **97**

Kementerian Kebajikan Masyarakat
(Ministry of Welfare Services)

Alternative child care project

1984 – 1992

A nationwide sample survey of child-care services in 1982 revealed that the quality of care available was uneven. A new child care centre law is being implemented by the Ministry of Welfare Services which has also initiated this project. During its first three-year phase, the project provided basic training programmes for 140 government staff and more than 300 workers in child care centres in plantation areas, Malay villages and in the capital, Kuala Lumpur. Basic parent education programmes were also developed. During the second phase the central training capacity is being strengthened and broadened with the establishment of training and development teams in each of the country's states. They are concentrating on health, hygiene, support for children, interaction with children and general management of child care services. State-level resource centres will also be established to support the training programme, with a focus on the diverse cultural backgrounds of Malaysian children and the use of relevant materials and toys to stimulate child development.

University of Malaya
Faculty of Education

Malaysian child development study

1986 – 1989

This study aims to remedy the lack of hard data available for designing early childhood programmes in Malaysia. In the absence of factual information about such aspects as physical and social development, dietary and child rearing practices among Malaysia's various communities, many of the programmes for the 500,000 Malaysian children attending day care and pre-school centres, are planned on the basis of information about children in Western countries. The research covers physical, health, cognitive, language, social and emotional factors and is a combination of cross-cultural and longitudinal research. Children aged 3-6 years are being studied and tested in different settings and the research results will be fed into existing teacher training and early childhood education programmes.

Population (millions):
Total: **3.3**
Children under 5: **0.3**

Infant mortality rate
1960: **23** 1987: **11**

Under 5 mortality rate
1960: **27** 1987: **13**

Primary school enrolment rate: **100/100**

Primary school completion rate: **n.a.**

Department of Education

Non-formal early and family education for minority communities in New Zealand (*Anau Ako Pasifika*)

1987 – 1990

Recent immigrants from the Pacific Islands and their children make up three per cent of New Zealand's population. The Islanders, drawn to New Zealand by the prospects of employment, now face job losses in the light of economic recession. Recent research on children of Islander immigrants entering primary school revealed lack of preparedness for writing, vocabulary and oral language skills. The Department of Education has planned a project to train and upgrade para-professional Islanders working in community-based day care centres, together with a home-based programme to improve health practices and nutrition, as well as parenting skills. The project is coordinated by a committee involving three Government Ministries and representative bodies of the Islander communities.

Population (millions):
Total: **111**
Children under 5: **21.4**

Infant mortality rate
1960: **163** 1987: **110**

Under 5 mortality rate
1960: **277** 1987: **169**

Primary school enrolment male/female: **n.a.**

Primary school completion rate: **34**

Stichting Vluchteling and **International Rescue Committee** (IRC)

Early stimulation and family education for Afghan refugees in rural areas in Pakistan

1987 – 1990

Since the 1979 Soviet intervention, as many as five million Afghans have fled their country, seeking refuge in neighbouring Pakistan. Many refugees come from rural areas and are largely illiterate. Their physical condition is poor, with widespread malnutrition and general health problems. Children especially lack stimulation and support. The project, operated by the IRC which has long experience in refugee situations, is stimulating the overall development of the children and working to strengthen the mothers' role as prime educators, through the development of early childhood facilities in conjunction with health services and the training of para-professionals to work with the mothers. Special attention is also being given to improving health and nutrition.

SINGAPORE

Population (millions):
Total: **2.6**
Children under 5: **0.2**

Infant mortality rate
1960: **36** 1987: **9**

Under 5 mortality rate
1960: **50** 1987: **12**

Primary school enrolment male/female: **100/100**

Primary school completion rate: **90**

National Trades Union Congress (NTUC)

Alternative child care services

1986 – 1989

Government estimates suggest that by the early 1990s, some 20,000 Singaporean children will need day care services – more than three times the places currently available. The NTUC, which operates 12 child care centres, is developing an approach to child care which focuses on community participation. With Government and Foundation assistance, the NTUC is opening new centres in the empty ground floor spaces beneath multi-storey apartment buildings in which most families live. Volunteers from the community participate in the design and running of new centres and are trained in the care and education of young children. These approaches are part of a comprehensive national effort to open 70 community-based centres to serve working parents in Singapore.

Institute of Education

A study of the cognitive and social development of pre-school children

1986 – 1990

A three-year research project, carried out by the Institute between 1983 and 1986, has provided the first comprehensive data on the social and cognitive development of children in Singapore. A second phase seeks to upgrade pre-school teachers' skills. Each year teachers and supervisors from 40 different pre-schools attend weekly workshops at the Institute for a five-month period, then the supervisors conduct a series of workshops for teachers at their own pre-schools over another five-month period. Teachers participating in the Institute's workshops are encouraged to share what they learn with their colleagues. The project is also disseminating its findings to professionals and parents through a mass media programme, public seminars and publications.

THAILAND: Special projects with refugees and displaced persons

Population (millions):
Total: **53.3**
Children under 5: **6.1**

Infant mortality rate
1960: **103** 1987: **40**

Under 5 mortality rate
1960: **149** 1987: **51**

Primary school enrolment male/female: **n.a.**

Primary school completion rate (1976): **64**

United Nations High Commissioner for Refugees (UNHCR) and **Redd Barna** (Save the Children Fund, Norway)

Alternative education and care for refugee children

1984 – 1989

In the refugee camps set up in Thailand for victims of conflicts in Indochina, many families succumb to a situation of dependency, isolation, inactivity and depression. When they are eventually resettled in other countries, their ability to adjust has already been undermined by the trauma of war and life in the camps. The project, with Foundation support, is collaborating with several voluntary organisations to improve the quality of child care and education services for refugee children, and stimulate self-help among the parents. The project's educational activities attempt to use children's everyday experiences to stimulate their all-round development.

United Nations Border Relief Organisation (UNBRO) and **Redd Barna** (Save the Children Fund, Norway)

Early childhood and community services with the Khmer Women's Associations

1986 – 1991

Nearly 300,000 displaced Kampucheans are living in eight camps at the Thai border – one in five of them is a child under six years. Women in the border camps have set up their own Associations and, in the first two years of this project, set up 60 early childhood centres linked to basic education programmes for adults. In a second phase, the number of early childhood centres is being expanded as are programmes in basic child development, literacy, sanitation, health and nutrition, and skills training. Assisted by professionals from UNBRO, these programmes are run entirely by the Khmer Women's Associations in the border camps.

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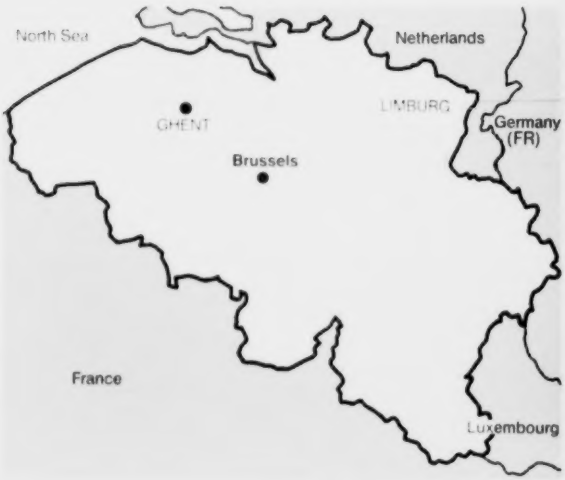
Population (millions):
Total: **10**
Children under 5: **0.6**

Infant mortality rate
1960: **31** 1987: **10**

Under 5 mortality rate
1960: **35** 1987: **13**

Primary school enrolment
male/female: **94/96**

Primary school completion
rate: **75**



Vormingscentrum voor de Begeleiding van het Jonge Kind (VZWB)
(Centre for Training in the Care of the Young Child)

Flemish Training and Resource Centre

1985 - 1990

The Resource and Training Centre, operating throughout the Flemish part of Belgium, has developed a varied programme of materials, resources and training activities for people working with children aged 0-3 years. A particular target group is the 2,000 or so officially registered and supervised childminders who look after children in their own homes. Short courses have been developed for childminders and the professionals who supervise them, audio-visual materials have been produced, and a magazine for childminders and people working in creches and nurseries has been published.

Province of Limburg

Mother and child development among immigrant communities

1988 – 1991

The coal mining areas in Limburg have attracted immigrant labour since the 1930s. Seven different nationality groups are identifiable, none of whom have Belgian nationality, and who live within their own language groups. Unemployment rates are high as the coal mines are progressively being closed and action is being taken on several fronts to avoid the emergence of a totally marginalised community. This project is working with pre-school centres and teachers to develop an understanding of the children's culture, and with parents and the community to strengthen the educational capacity of immigrant families.

Population (millions):
Total: **55.6**
Children under 5: **3.8**

Infant mortality rate
1960: **29** 1987: **8**

Under 5 mortality rate
1960: **34** 1987: **10**

Primary school enrolment male/female: **100/100**

Primary school completion rate: **95**

Association Collectifs Enfants-Parents (ACEP)

Involvement of parents from underprivileged milieux in parent-run pre-school centres

1986 – 1989

ACEP is a national federation of over 200 day care centres initiated and managed by parents, where parents and professionals work together on a partnership basis. The project aims to adapt and extend its parent-run pre-school approach to families in disadvantaged circumstances, including the immigrant community. Four pilot centres have been set up in four different types of community where immigrant and indigenous parents and child care professionals are together managing and running varied forms of child care facilities as well as setting up links with other local services. The project is also addressing the educational needs of parents and providing them with opportunities for personal development.

Fédération des Foyers Ruraux
(Federation of Rural Community Centres)

Pre-school care in rural Southern France

1988 – 1991

Over a quarter of the total population of France lives in rural areas but few of them are farmers. Many young families are unemployed and the educational facilities available for their young children are sparse. Three small areas in the Languedoc-Roussillon region have been selected in order to explore a variety of strategies with people living under different circumstances. Among the strategies being used are the setting up of parent-run crèches, mobile crèches, playgroups and home-based crèches; training and support for parents, community members and professionals; coordination of the various bodies providing services for children and families; and the stimulation of parent-based networks.

Population (millions):
Total: **60.9**
Children under 5: **3.1**

Infant mortality rate
1960: **33** 1987: **9**

Under 5 mortality rate
1960: **40** 1987: **11**

Primary school enrolment male/female: **n.a.**

Primary school completion rate: **96**

Forschungsgruppe Modellprojekte
(Research Group for Model Projects), Essen

Early childhood and parent education in the Turkish community

1985 – 1991

People of Turkish origin form the largest group of foreign workers in West Germany. Integration has been difficult, especially for young children torn between the two cultures of family and neighbourhood. During its first phase, the project initiated mother and child pre-school activities in a primary school which have served as a model for other schools working with minority groups, as well as cultural activities and language, health and other courses for mothers. In its current phase, the project will continue these activities while intensifying contact with other bodies involved with Turkish immigrants. Attention will also be given to the development of educational materials and helping primary school teachers understand the needs of immigrant children through training seminars.

Population (millions):
Total: **3.6**
Children under 5: **0.3**

Infant mortality rate
1960: **31** 1987: **9**

Under 5 mortality rate
1960: **36** 1987: **11**

Primary school enrolment male/female: **n.a.**

Primary school completion rate: **n.a.**

Udarás na Gaeltachta
(State Development Agency for Gaelic-Speaking Regions)

Children in the Gaeltacht

1984 – 1991

Starting in 1979 in the economically-depressed islands on the west coast of Ireland, the project is now expanding to work in all the Gaelic-speaking areas of Ireland. All activities are aimed at instilling an understanding of and commitment to the value and importance of parents in their children's development. A home visiting scheme for parents of children aged 0-5 years is carried out by mothers from the same localities, and work with schools has succeeded in encouraging special programmes for parents and children before primary school entrance and in the first years of school. Particular emphasis is given to the values and traditions of the Gaelic language and culture.

Eastern Health Board

Community mothers programme

1988 – 1990

The programme's origins go back to 1979 when the Eastern Health Board (EHB) was one of four authorities participating in the Child Development Project run from the University of Bristol in the UK. Between 1983 and 1988 the EHB developed and adapted the programme to suit local conditions and the current two-year phase of operations has the objective of consolidating and widening the programme throughout the greater Dublin area.
Community mothers are local women who are trained and supervised by Family Development Nurses to carry out a structured programme of visits to mothers of young babies in the same locality. The visits cover a range of matters affecting both mothers and children and include health, nutrition and overall development.

Population (millions):
Total: **4.4**
Children under 5: **0.5**

Infant mortality rate
1960: **33** 1987: **11**

Under 5 mortality rate
1960: **40** 1987: **13**

Primary school enrolment male/female: **n.a.**

Primary school completion rate: **n.a.**

Renewal Department of the Jewish Agency

Early childhood and family development

1982 – 1990

The project has made concerted efforts to build individual capacity and responsibility in an immigrant community, mainly of North African origin, and develop the skills and understanding to provide educational services for children aged 0-6 years on a self-help basis. The project is now developing new activities such as parent education programmes; and extending and spreading its most successful programmes – home visiting, family day care and para-professional training – in the greater Tel Aviv area.

The Association of the Education and Development Project

Early childhood and parent education in the Negev

1988 – 1991

Starting in 1981, a series of parent-oriented educational activities was developed in Sderot, a Development Town in the Negev in southern Israel. These activities are now being extended to other towns in the Negev which face a range of socio-economic hardships. Implementation of programmes is based on local needs and will include pre-school facilities for 0-6 year olds, enrichment activities for primary school children, programmes in community centres and health clinics and home visiting schemes, all involving parents and specially trained para-professionals from the same communities.

Pinchas Sapir Regional College of the Negev, Ashkelon

Community and educational project for Beta Israel

1985 – 1991

Some 12,000 Ethiopian Jews have settled in Israel since the mid-1970s, many during the drought and famine of 1984-85. Without modern education and coming from conditions of considerable poverty in rural Ethiopia, many families found the experience of adjusting to their new homeland traumatic. During its first three years the project, which is located in Beer Sheva, has been successful in developing a range of community-based child and family oriented programmes which have involved the Ethiopian community. Drawing on earlier Foundation experience in the Negev and in other parts of Israel, the project has developed cooperative pre-schools, enrichment programmes, home visiting services, group work for parents and adolescents, and a health education programme. Ethiopian women were trained as para-professionals to implement many aspects of these programmes. In its latest phase, the project will extend the range of its programmes to achieve city-wide coverage, intensify its home visiting programme, institute a training programme for health and education workers, and expand its health education activities. It will also undertake dissemination and advocacy tasks in cooperation with national bodies.

Trust for Early Childhood Family and Community Education Programmes

Early childhood and community education in Arab communities

1985 – 1991

Experience of the kindergarten and parent education programme in the Old City of Jerusalem (see below) has stimulated a demand for wider dissemination of the model throughout the Arab community in Israel. In an initial three year phase, the project identified four locations where comprehensive education services for pre-school children linked with home-based family support programmes were needed and where there was a readiness on the part of local leaders to become involved. Through para-professional training, family day care centres, home intervention and leadership courses, it was possible to reach a target audience of more than 5,000 families. The production of a series of Arabic newsletters on child-related topics for mothers and families also had considerable impact with a circulation of 15,000 copies. In its second phase, the project intends to increase the number of communities involved, strengthen its training programmes, introduce the concept of the community school within existing primary schools, and develop further written and audio-visual materials.

The Jerusalem Foundation

Early childhood and community education in the Old City

1986 – 1991

Between 1979 and 1985, the project developed a unique educational model, linking centre and community-based activities for young children and families in deprived neighbourhoods of the Old City. Among the programme's many innovative elements were the development of a training system for para-professionals, the extension of the 'parent' concept to include older sisters, the involvement of adolescent boys, and a productive role for the elderly. The Jerusalem Municipality has joined forces with the Foundation in an extension of the project, during which its positive outcomes will be institutionalised.

Association for community and education in Acre
(YAHAD)

Early childhood care and education in an integrated Arab/Jewish community in Acre

1986 – 1989

Acre, in northern Israel, has a mixed Jewish and Arab population. Acre faces a number of problems: poor housing, high unemployment and a lack of adequate educational facilities. The project is being developed to bring Arab and Jewish parents, children and other community members together in a cooperative effort to overcome some of the problems affecting young children. Activities include child care, informal pre-school enrichment, resource provision, community organisation and multi-disciplinary training for para-professionals. Both Arab and Jewish residents actively participate at all levels and links are being made with City-wide institutions.

Israel Association of Community Centres
(Matnas)

Regional and national support structure for early childhood and parent education

1988 – 1992

Matnas is a national association responsible for some 150 multi-purpose community centres in Israel, mainly located in Development Towns and depressed urban neighbourhoods. About half of these centres run varying types of early childhood and parent education programmes and the aim of the project is to develop a range of training and curriculum models to suit the needs of professional and para-professional staff and parents. The project will be working at both local and national levels and will be using the accumulated knowledge and experience of other Foundation-supported programmes in Israel to promote early childhood work involving family and community.

Population (millions):
Total: **57.2**
Children under 5: **3.1**

Infant mortality rate
1960: **44** 1987: **10**

Under 5 mortality rate
1960: **50** 1987: **12**

Primary school enrolment male/female: **97/98**

Primary school completion rate: **99**

Comune di Milano, Ripartizione Educazione
(Municipality of Milan, Education Department)

Tempo per le famiglie:
family time

1985 – 1991

Although the City of Milan has excellent day care services for children aged 3 to 6, their high cost and the fact that many mothers of children aged 0-3 do not work outside the home, led the Education Department in 1986 to set up a *Centro per le Famiglie* (family support centre) in one of Milan's working class districts. Foundation support during the first phase of the Centre's operation enabled the development of an enrichment programme for children, support and education for parents, training of para-professionals, and the interaction of health and social service professionals with parents. In its current phase, the project plans to establish three new centres, further develop and refine the training programme for professionals and para-professionals, utilise the existing Centre as a demonstration and training facility, and work towards the establishment of this approach as a new form of early care and education within the City's education programme.

Istituto per la Promozione dello Sviluppo Economico e Sociale (ISPES)
(Institute for Economic and Social Development)

Early childhood and community education in Basilicata, Southern Italy

1986 – 1989

Basilicata is one of the poorest of Italy's regions: mountainous and thinly populated. The project's objectives are based on the experience gained by ISPES in a project supported by the Foundation until 1986 in neighbouring Mingardo, and aim at a comprehensive policy for the care and education of young children. The project aims to introduce new ways of working in the Health and Education sectors with the overall goal of cooperation between the two services while at the same time sensitising parents and community members to their own capacities for involvement in the process. Project activities range from training and upgrading of professionals and key people in the institutions, producing learning materials, to launching parent education experiments and backing up local initiatives throughout the region.

Education Department, Region Molise

Retraining cultural workers for early childhood development roles

1987 – 1989

Services in the Molise region, including education, are scarce and deficient. Up to four years of age there is no provision for children whatsoever. For 4 to 6 years olds, kindergartens are available, even in the smallest villages, but their quality is generally poor. *Animatori culturali*, who are all trained teachers, have been working in the region (employed by the regional authorities), but were generally unprepared for community education work. The project will develop a strategy to encourage the various institutions and agents to cooperate more closely in meeting the needs of children, and will train the *animatori culturali* to act as local coordinators between education, health and social services and the family, to promote better quality services and the educational capacity of families.

University of Bologna

Community-based early education for children 0-6 years in dispersed rural areas in the Po Delta

1987 – 1990

The Po Delta is a depressed, predominantly agricultural rural area, with high unemployment rates and rudimentary living conditions. A low level of coverage of pre-school education in the area has resulted in exceptionally high school failure and drop-out rates in primary and secondary education. The University of Bologna, in conjuction with the Education Department of the Emilia Romagna Region, is developing a controlled experimental project aimed at elaborating an adjustable model of early education for children from 0 to 6 years of age. The project will respond to the varying needs of these children and their families and make use of the resources of the family, the community and existing educational and social services. Five communities, representing different conditions, are involved, and parents are participating from the start in the assessment of needs and planning of action.

Population (millions):
Total: **14.5**
Children under 5: **0.9**

Infant mortality rate
1960: **18** 1987: **8**

Under 5 mortality rate:
1960: **22** 1987: **9**

Primary school enrolment male/female: **85/88**

Primary school completion rate: **95**

Museum voor het Onderwijs
(Museum of Education) The Hague

Programme for the young child

1985 – 1989

The Museum provides educational services to schools and focuses on the theme 'Man and His World'. Traditionally catering to the 9-18 age group, the Museum is now reaching out to younger children. The project has developed support materials for teachers of these children based on the daily lives of children in the Sahel region of Africa, and is using the Museum setting to develop expertise in the use of Museum facilities. More young children will have access to the Museum's collections and facilities as a result of the project, which also includes an outreach component which has involved 280 schools. The overall aim is to enhance the multicultural perspective in education, and the children's awareness of the world as an interdependent system.

Stichting het Kind in de Buurt
(Child and Neighbourhood Foundation)

Support for young families at risk

1985 – 1991

In the northern provinces of The Netherlands an estimated 25 per cent of the labour force is unemployed, with consequent social problems. With the breakdown of the traditional family structure, incomplete families, often headed by teenage parents, are becoming common. A first phase of the project, based in Groningen, addressed the problems faced by such families by training young parents and adolescents in parenting techniques through practical activities in neighbourhood crèches. Young people, otherwise condemned to meaningless unemployment, have found satisfaction and personal development in their involvement in day care. The adolescents, who are not themselves parents, are in vocational schools and, as part of the project's preventive programme, have developed teaching materials on teenage parenthood. In the current phase, the project intends to reach out to the neighbouring province of Friesland where conditions are similar to Groningen, and to refine and implement a curriculum with related materials to enable teachers in vocational schools to instill a deeper understanding and interest in child development.

Population (millions):
Total: **4.2**
Children under 5: **0.3**

Infant mortality rate
1960: **19** 1987: **7**

Under 5 mortality rate
1960: **23** 1987: **8**

Primary school enrolment male/female (1981): **97/97**

Primary school completion rate: **100**

Nordlands Forskning
(Nordlands Research Institute), Bodø

Bicultural early childhood education

1984 – 1990

The Saami people are among Europe's oldest and most distinctive ethnic and cultural minorities. Those living in mixed communities in coastal and central areas have tended to regard themselves as disadvantaged. As a result, many Saami parents pass on to their children negative self-images which are reflected in poor performance at school. The project is working with Saami parents and with teachers, helping them to run early education groups. The project's stress on the use of the local Saami languages and culture is intended to increase and improve children's self-confidence and self-concept and equip them to cope with the demands of the school system and the challenge of living in a culturally mixed society. Priority is also being given to developing information programmes for the non-Saami majority with the hope of influencing the education authorities to include more material on the Saami culture in the mainstream curriculum.

Population (millions):
Total: **10.2**
Children under 5: **0.7**

Infant mortality rate
1960: **81** 1987: **16**

Under 5 mortality rate
1960: **112** 1987: **19**

Primary school enrolment
male/female: **n.a.**

Primary school completion
rate (1974): **88**

Instituto Politécnico de Faro
(Polytechnic Institute of Faro, College of Education)

Early childhood and community services in the Algarve

1985 – 1990

The people in the rural hinterland of the Algarve have not fully benefited from the economic advantages of the coastal tourist boom. With many young adults leaving the area in search of work, young children are often brought up by members of the extended family and have limited educational and employment prospects. In response to these needs the project, in collaboration with other official and voluntary agencies, has created the *Rede de Apoio ao Desenvolvimento Integrado do Algarve* (RADIAL) (Support Network for Children and Community Development in the Algarve) which is working in four villages to meet the needs of children and families through the training and development of local human resources – teachers, parents, local leaders, grandparents and siblings. In doing so the project draws heavily on the rich cultural resources of the Algarve.

Centro Regional de Segurança Social de Lisboa (CRSS) (Regional Social Welfare Service, Lisbon)

Alternative care and education for the young child and family

1985 – 1991

Many families from rural Portugal have migrated to Lisbon in search of work and better opportunities. Also, following the end of colonial rule, there has been an influx of immigrants from the ex-colonies who have settled around Lisbon. Children growing up in the *bidonvilles* face survival problems at subsistence level. The *Centro Regional de Segurança Social de Lisboa*, a service agency of the Ministry of Labour and Social Services, began in 1985 to retrain teachers, health personnel and social workers to equip them to work with immigrant families, involving family members in para-professional roles. During the project's first three-year phase, the four sites in which it worked experienced dramatic social and cultural changes, including a much greater degree of community participation and collaboration. In its current phase, the project intends to extend its work to 12 *bidonvilles* around Lisbon to counter the negative impact of the living conditions on the child population. Parents and community members will be trained to play a part in multi-purpose centres in which child care, parent and family education will be significant elements. A major objective of the project is to sensitise the workers in the community to the special needs of inhabitants.

Instituto de Estudos para o Desinvolvimento (Institute of Development Studies)

Obstacles to the educational success of young children

1986 – 1991

A 1980 study showed that 49 per cent of children from deprived urban neighbourhoods failed in the first grades of school. An initial phase of the project began in 1983 to work with four schools in two working class neighbourhoods in Lisbon to develop innovative and community-oriented methods to change what were seen as backward and unsympathetic pedagogical practices of elementary school teachers. In a second phase which began in 1986, the project was able to extend its strategy – including the design and publication of support materials, in-service training and the organisation of seminars for policy makers and leaders of teacher training colleges – to 17 schools in three areas of the country. In its current third phase, which began in 1988, the project is working closely with the Ministry of Education to achieve a national impact for the project's work through teacher education programmes.

Population (millions):
Total: **38.9**
Children under 5: **2.5**

Infant mortality rate
1960: **46** 1987: **9**

Under 5 mortality rate
1960: **56** 1987: **11**

Primary school enrolment
male/female: **98/98**

Primary school completion
rate: **95**

Municipality of Santa Fe and the **Province of Granada**

Comprehensive support for marginalised parents of children aged 0-3 years

1989 – 1992

Sante Fé is a typical township of 12,000 inhabitants in Andalucía, Spain's poorest region. Illiteracy in the region runs as high as 65 per cent in some rural areas, juvenile crime and vandalism is on the increase and in recent years a greater proportion of women have begun to work outside the home. These factors have led to a recognition of the need to institute a process of educational change from the earliest years onwards aimed at reinforcing the role of parents as prime educators of their children. The project intends to develop an integrated approach to care and education for children aged 0 to 3 years which is distinctly different from traditional day care, lower in cost and socially useful. A project team will work in partnership with parents to develop activities and learning materials relating to children's development, health and hygiene within the family and community.

Population (millions):
Total: **8.3**
Children under 5: **0.4**

Infant mortality rate:
1960: **16** 1987: **6**

Under 5 mortality rate
1960: **20** 1987: 7

Primary school enrolment male/female (1981): **97/97**

Primary school completion rate: **98**

University of Lulea

Dissemination of multicultural education model through retraining of professionals

1987 – 1990

Children in the remote northern region of Sweden traditionally speak up to three languages: Saami, Tornedalen Finnish and Swedish; yet the school system has used the traditional Swedish curriculum. The positive results and increasing interest over the past seven years in a Foundation-supported project which made use of the languages, cultures and environment of the local people as positive resources for learning by young children, has led to a new project to disseminate the model. The project is training school principals, supervisors and education officials in the methods used in the earlier project, and also developing pre-service teacher training to prepare students better for their work with children from different cultural backgrounds.

Population (millions):
Total: **56.7**
Children under 5: **3.7**

Infant mortality rate
1960: **23** 1987: **9**

Under 5 mortality rate
1960: **27** 1987: **11**

Primary school enrolment
male/female: **97/97**

Primary school completion
rate: **n.a.**

Strathclyde Regional Council

Partnership in education

1983 – 1989

The project began operation in the Priesthill area, a municipal housing scheme on the edge of Glasgow, whose population was moved from city centre slums to a site with minimal amenities and few social services. During its first phase the project worked in six out of eight local primary schools and in the majority of local formal and informal pre-school centres. In its second phase, the project is consolidating this work, and expanding its activities into similar housing areas in other parts of Glasgow. One of its most successful ventures has been the organisation of 'Family Nights' groups to encourage parent-child interaction. Other activities include the establishment of libraries and associated services in support of children's reading; training and retraining of professionals and para-professionals; and encouraging and developing community initiatives which support young children.

University of Bristol

Parent and Health Visitor child development programme

1985 – 1989

The project, which began in 1979, has stimulated professional health visitors to re-think their attitudes and modes of work. Educational know-how has been introduced into health visiting practice which has led to the development of sensitive but non-dominant support by health visitors for parents living in deprived areas, fostering the parents' own skills and raising their self-esteem. The project is now operating in 20 District Health Authorities and over 10,000 families are involved each year.

University of Aberdeen and **Grampian Regional Council**

Family education for mothers and young children: Young Families Now

1986 – 1991

The project has sought to empower a depressed, traditional community which was left behind in the economic changes brought about by the advent of the oil industry in Aberdeen. Parents and professionals have worked together to develop new forms of learning opportunities for children and parents. The emphasis is essentially on the support of parents in their own roles as individuals and as parents. A family centre provides a base for activities and local networks of support for young families have been built up. In a second phase of operations, work in the original project area is being consolidated and the working principles and practices are being extended through the rest of the city and region.

Mudiad Ysgolion Meithrin
(MYM)
(Welsh Pre-Schools Association)

Bicultural early childhood education, South Wales

1986 – 1989

About 20 per cent of the population of Wales speak Welsh and, in recent years, government policy has promoted parental choice resulting in a strong movement for bicultural education from pre-school to secondary school. MYM includes some 650 parent-run early childhood groups and this pilot project, based in mid-Glamorgan, seeks to demonstrate the possibilities for change by using Welsh language and culture as a basis for learning. The project has helped parents set up ten new playgroups in various locations. Activities include Welsh language lessons for parents, courses in early childhood development and group leadership and management skills; and the development of culturally appropriate learning materials.

Queen's University, Belfast

Community-based support for parents and children, the 123 House

1987 – 1990

The sectarian conflicts in Northern Ireland have had an adverse effect on the lives of young children and their parents. A community facility for parents and children, 123 House, has been established to provide flexible, low-cost, community support. The House, together with Queen's University, plans to support parents' self-help efforts in day care and out-of-school activities, to develop a counselling service for expectant and first-time mothers who are not reached by existing services, and to develop a network of parents' groups concerned with the problems of early childhood.

Community Education Development Centre, Coventry

Early childhood education support programme

1987 – 1991

The Community Education Development Centre (CEDC) has combined training, educational publishing, research and development, and a range of supportive services to children, young people and families on a national level during its first six years of operation. In consultation with the Foundation and Foundation-supported projects within the UK, CEDC will provide support and make available its resources for strengthening work in the area of early childhood care and family education.

Guth nam Parant
(Voice of the Parents)

Promotion of parental and family self-help in support of the young child

1987 – 1991

The people of the Western Isles of Scotland live in mainly bilingual communities in isolated crofting villages. A Foundation-supported project, operating for 10 years from 1976, helped to demonstrate that the unique language and culture of the Islands could be used to overcome many of the problems traditionally identified with 'disadvantage'. In the process, it stimulated the development of parents' groups which subsequently formed their own association, *Guth nam Parant*. The Association is developing and extending the network of parents' groups and organising training programmes for parents in child development.

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Population (millions):
Total: **31.1**
Children under 5: **3.2**

Infant mortality rate
1960: **61** 1987: **32**

Under 5 mortality rate
1960: **75** 1987: **38**

Primary school enrolment male/female: **n.a.**

Primary school completion rate: **n.a.**

Ministry of Government, Justice and Education of the Chaco Provincial Government

Chaco parent education programme

1989 – 1990

Beginning in 1979, the Centre for Research in Educational and Social Development (CIPES), with the full cooperation of the provincial Education Department, developed a training programme for parents in the remote, dispersed rural communities of Chaco province to further the education of their pre-school children at home. Teachers have been retrained to act as a support for parents; and regional and local materials have been used as the basis for curricular units in working with the parents and their children. In its second phase the project broadened the population involved to include a semi-urban area; included 4-year-olds in the activities as well as those aged 5; refined the materials already developed; and trained larger numbers of coordinators and supervisors. In its third phase, CIPES finalised training and materials in preparation for the transfer of the operational responsibility for the whole programme of activities to a newly-established unit in the provincial Education Department. The Foundation is providing some support for this unit in its initial two years to ensure that the transfer runs smoothly.

Universidad Nacional de San Luis

Proyecto Cruz del Sur, parent education and informal pre-school groups in marginal urban areas

1988 – 1991

The town of San Luis, like many others in Argentina, is experiencing an enormous growth in population because of migration from rural areas. Over 60,000 migrants live in shanty towns which lack most of the basic amenities including health services and education. Working with members of the local communities, the Education Department of the University of San Luis is setting up early education programmes in three locations. Mothers are being trained as *integredores sociales* to provide support to families and their children and the programme includes educational, health and nutritional aspects.

Population (millions):
Total: **141.5**
Children under 5: **18.4**

Infant mortality rate
1960: **116** 1987: **64**

Under 5 mortality rate
1960: **160** 1987: **87**

Primary school enrolment male/female (1979): **80/79**

Primary school completion rate: **20**

Governo do Estado de Pernambuco, Secretaria de Educação
(Pernambuco State, Education Department)

Projeto Arco-Iris, comprehensive pre-school family and community programme

1984 – 1991

Pernambuco is one of Brazil's poorest States. An earlier Foundation-supported project in Recife (the Brasilia Teimosa Project) demonstrated alternative ways of providing pre-school education and care to low-income families through the encouragement of parent participation, for example, in the preparation of learning materials. The Education Department began disseminating the 'Brasilia Teimosa' approach in the shanty towns of Recife, and in some depressed, interior regions of the State, promoting strategies that could be practically applied at the local level: parent education activities, teacher retraining, training para-professionals in the health, psychological and physical development of young children. The project is now working through two early childhood centres and supporting a regional training centre for pre-school supervisors. Three main areas are targetted: parent education through adult literacy courses, early stimulation, and training.

Governo do Estado de Piauí, Secretaria de Educação
(Piauí State, Education Department)

Projeto Poti, educational alternatives for pre-school children in deprived urban areas

1985 – 1991

In Teresina, the capital of Piauí, Brazil's poorest State, the educational and developmental needs of disadvantaged children are a cause for concern. At least 50 per cent suffer from acute malnutrition and a substantial number show signs of poor nutrition. Most leave formal schooling with no qualifications. During a three-year pilot phase, the project built up a system of 30 home-based crèches, run by mothers, providing care and stimulation for children from 0-3 years and operated five pre-school classes for children aged 4 to 6 years. An innovative training programme designed to meet the needs of student monitors as well as the crèche workers was implemented. In a further three-year phase, the project intends to extend its outreach to 10,000 children aged 4 to 6 years, working with student monitors. Because of the alarming levels of malnutrition, the Health Department, Social Services and other groups will be involved in promoting health education and providing food supplements. Communities will be involved in the planning process to encourage self-help and community participation in the children's learning.

Universidade Federal do Paraná
(Federal University of Paraná)

Projeto Araucaria, non-formal pre-school programme in a depressed urban area

1985 – 1989

Despite high unemployment in urban areas, large numbers of migrants from the impoverished rural interior continue to flock to cities such as Curitiba, industrial capital of the State of Paraná. The improvised arrangements for meeting the needs of pre-school children developed a decade ago – annexes attached to primary schools and staffed by students – are no longer adequate. The University of Paraná is developing an alternative approach based largely on Foundation experience elsewhere. To extend pre-school coverage, the project is promoting the use of alternative facilities such as existing recreational centres, and the involvement of para-professional *monitores*. The project is broadening the educational provision by including health and nutrition components.

Prefeitura Municipal do Natal, Secretaria de Educaçâo
(City of Natal, Department of Education)

Projeto Reis Magos, education and care for the pre-school child

1986 – 1990

Of Natal's 87,000 primary school age children, less than a third attend school and the gap is even wider for the pre-school age group: only 6,000 of the City's 30,000 four to six year olds receive any kind of service and there are no services for those under four. The project includes an integrated non-formal pre-school education programme with health and nutrition elements. A child-to-child programme is helping to train older children to take better care of their younger siblings. In-service training for teachers and student monitors is also a component of the project.

Fundaçâo Educacional Padre Landell de Moura
(FEPLAM)

Home and community-based child development programme, Porto Alegre

1987 – 1990

Disadvantaged communities in Porto Alegre in the south of Brazil face a lack of basic infrastructure, poor quality housing and virtually non-existent pre-school provision. These densely populated communities have a predominantly female population, low levels of education, high unemployment rates, and income levels far below the poverty line. The project aims to stimulate parents and public bodies and services to develop non-formal pre-school activities for the benefit of 10,000 children aged 4 to 6 years. Parents' groups are being established. A multi-media parent education programme is being developed, together with support materials, to enable parents to work with their children in creating an environment to stimulate their overall development.

Federal University of Santa Maria

Pre-school education combined with parent education and home-based stimulation in a rural area, Três Barras

1987 – 1990

Educational provision in the rural area of the southern state of Rio Grande do Sul is poor. At the primary school level, schools are of low quality and often only provide an incomplete basic education. As in other rural areas of Brazil, pre-schools are virtually non-existent. The Federal University, working in cooperation with the Municipality of Santa Maria, is setting up a flexible, community-based pre-school education programme in Três Barras, a disadvantaged and isolated rural community near Santa Maria. Pre-school centres for children aged 3 to 6 years are being attached to each of four primary schools which function during the harvest months in the summer. During the winter a home-based approach is in operation. The programme focuses on early stimulation, health, hygiene and nutrition, and education materials are being developed to facilitate parents' activities with their children at home.

Fundação Fé e Alegria do Brasil

Upgrading the quality of community-based day-care in Rio's *favelas*

1987 – 1990

The *favelas* of Rio de Janeiro are the scene for some of Brazil's most squalid and hopeless living conditions. Local community action has played a major role in attempting to organise services, including day care centres for young children of working mothers, to deal with this disadvantaged situation. The project will develop and deliver a training programme for the mainly unqualified mothers who work in the day care centres. In addition to improving the educational quality of the centres, emphasis will also be placed on health, nutrition and training for community leadership.

Secretaria de Educação do Estado de Mato Grosso
(Mato Grosso State, Education Department)

Projeto Bocaúva, restructuring urban social centres into family and child development units

1988 – 1991

A network of urban social centres has been built over the past few years in the State of Mato Grosso to cater to the needs of migrant families from rural areas. The centres were designed to provide all-round services including health, social services and adult education, but a combination of lack of staff, effective programming, and general neglect has meant that they are unable to meet their objectives. The Secretary of Education and Culture, working in cooperation with the Health and Social Services Departments, has now set up a pilot programme in two of the centres which aims to adapt them for early childhood purposes, train parents and grandparents for work in the centres and create better understanding of children's developmental and health needs. The centres are also collecting and preserving elements of traditional culture to be used in the early childhood programme.

Population (millions):
Total: **29.9**
Children under 5: **4.0**

Infant mortality rate
1960: **93** 1987: **46**

Under 5 mortality rate
1960: **148** 1987: **69**

Primary school enrolment
male/female: **72/74**

Primary school completion
rate (1973): **37**

Universidad del Norte
(University of the North)

Costa Atlántica Early Childhood Programme

1988 – 1991

Since 1977 the Foundation has been supporting the University of the North, in Barranquilla, in efforts to improve child care and education in the Costa Atlántica region of the country. The central instrument of the approach was the development and support of *hogares familiares* – low-cost, community-based and para-professionally run centres for the care, nutrition and education of pre-school children. In collaboration with the Colombian Institute for Family Welfare (ICBF) – which is encharged with implementing a national programme utilising such centres to reach 1.5 million children – the University has now embarked on an extension of its efforts in the Costa Atlántica region to reach a target population of approximately 700,000 children under seven years of age. The overall aim is to ensure that the emerging *hogares familiares* offer a genuinely developmental, not merely custodial, experience for children.

Centro Internacional de Educación y Desarrollo Humano (CINDE) (International Centre for Education and Human Development), Medellín

Resource and Documentation Centre for Innovations in Early Childhood Care and Education

1987 – 1989

With a growing number of projects in Latin America, and an increasing amount of information and educational materials being produced by them, it has become important to establish a more coherent information exchange. CINDE, whose work in the information field is fortified by practical project work in a highly disadvantaged rural area on the Pacific coast of Colombia, is setting up a resource and information centre within its own facilities. The centre will collate, extract and circulate reports, articles and other specialised materials, and organise a series of workshops to disseminate relevant information both within the network of Foundation-supported projects and to other projects and institutions working in the field of early childhood care and education in Latin America.

Departamento Administrativo de Bienestar Social (Department of Social Welfare), Bogotá

In-service training and alternative approaches to community care and early education

1988 – 1992

In Bogotá's eight designated poverty areas, neighbourhood centres (*casas vecinales*) have grown up for pre-school children. The project intends to introduce a phased training programme for the staff and volunteers of these centres to improve the quality of education and care for pre-school children. The training programme will be partly through seminars and workshops and partly in-service. Parent education programmes to bring about better health and nutritional conditions for children will also be organised, and efforts will be made to promote greater community participation in the *casas vecinales*.

DOMINICA

Population (millions):*
Total: **0.1**
Children under 5: **n.a.**

Infant mortality rate
1960: **n.a.** 1987: **n.a.**

Under 5 mortality rate
1960: **n.a.** 1987: **n.a.**

Primary school enrolment
male/female: **n.a.**

Primary school completion
rate: **n.a.**

The Social Centre

Children of adolescent mothers

1986 – 1992

The island of Dominica has a young population – 35 per cent are aged under 20 – while nearly half the female population are single parents. The project is aimed at 'at-risk' teenagers, with or without children, with the objective of improving their knowledge and skills in child development, self-awareness, health and nutrition. Courses are also available to prepare young people for employment or small business activities. There is a centrally-based programme at the Social Centre in Roseau, where crèche facilities are available, and an outreach programme for teenagers living in rural areas. While most of the participants are young mothers, wherever possible their families and the children's fathers are also involved.

*Except for total population, statistics are not available from the sources referred to in the introduction

EL SALVADOR

Population (millions):
Total: **4.9**
Children under 5: **0.8**

Infant mortality rate
1960: **142** 1987: **60**

Under 5 mortality rate
1960: **206** 1987: **87**

Primary school enrolment
male/female: **61/62**

Primary school completion
rate: **68**

Fé y Alegria

Children of Street Vendors

1989 – 1991

The continuing civil war in El Salvador has led to more than 600,000 people being displaced, largely to urban areas. A high proportion are women and children and in order to survive many of the women try to make a meagre living by selling fruit and vegetables in the street markets. The children usually accompany their mothers to the market, where they have little chance to play or to learn. Most of the children do not attend primary school, and start working themselves by the age of seven. The project will establish a Child Development Centre a short distance from the central market of Soyapango, a densely populated industrial suburb east of San Salvador. It will operate a day care programme for the children together with an associated educational programme for the mothers.

Population (millions):
Total: **2.4**
Children under 5: **0.3**

Infant mortality rate
1960: **62** 1987: **18**

Under 5 mortality rate
1960: **88** 1987: **23**

Primary school enrolment male/female (1983): **93/96**

Primary school completion rate: **80**

University of the West Indies

Programme for teenage mothers and their children

1986 – 1989

Teenage parenthood is a disturbing feature of the breakdown of traditional family structures in the Caribbean. The social, economic and personal consequences for these mothers and for the children themselves are disastrous. Low birth weights, malnutrition and illness are common among these highly disadvantaged infants and there is a need to provide young mothers with support and education in child rearing. The project has established a resource and day care centre in an area with a high proportion of teenage parents which is developing preventive programmes for adolescents in the area's secondary schools and a local demonstration facility for 30 adolescent mothers and their children.

University of the West Indies

Advanced Studies in early childhood education

1987 – 1989

Recognising that in Jamaica and the rest of the Caribbean, as in many other countries, training for teachers in early childhood education is generally at a low level, the University of the West Indies has designed a part-time Bachelor of Education course specifically for early childhood education personnel. The course, which runs for six weeks each summer over a period of six years, aims to train a cadre of specialist personnel who will provide leadership in early childhood education in the region.

Ministry of Education/ University of the West Indies

Basic Schools training and development programme for high-risk areas

1987 – 1990

The Foundation has supported a series of projects since 1966 which were designed to raise the level of Jamaica's Basic Schools – all run by their local communities. However, it was recognised that in certain areas with few employment prospects and poor living conditions, the schools were functioning at a very rudimentary level, often without guidance or educational materials. This project provides added support for new staff setting up Resource Centres to aid Basic School teacher development. The Centres stress the need to give greater attention to increasing parental understanding of child development and to improving nutrition. The project is directly linked with the work of a Teacher Training College on the north coast which can provide a new support dimension for women working as teachers in Basic Schools in Jamaica's remote areas.

Population (millions):*
Total: **0.2.**
Children under 5: **n.a.**

Infant mortality rate
1960: **n.a.** 1987: **n.a.**

Under 5 mortality rate
1960: **n.a.** 1987: **n.a.**

Primary school enrolment male/female: **n.a.**

Primary school completion rate: **n.a.**

Centro pa Desaroyo di Antiyas (SEDE Antia)
(Centre for the Development of The Netherlands Antilles)

Improving care and education for the young child

1986 – 1990

The status of The Netherlands Antilles and Aruba as parts of The Netherlands and the adoption of Dutch as the official language have kept the islands apart from educational developments elsewhere in the Caribbean. General economic decline is forcing increasing numbers of mothers to seek paid work. At the same time extended and nuclear families are giving way to one parent households. Various forms of day care provide for only 25 per cent of the 0 to 4 year-olds. Working with existing day care facilities, the project organises courses in child development for different levels of staff and encourages parental involvement in the work of day care centres. Modern curricula, appropriate to the needs of each island, and appropriate learning materials are being developed.

*Except for total population, statistics are not available from the sources referred to in the introduction

Population (millions):
Total: **3.5**
Children under 5: **0.6**

Infant mortality rate
1960: **140** 1987: **63**

Under 5 mortality rate
1960: **210** 1987: **99**

Primary school enrolment male/female: **72/77**

Primary school completion rate: **27**

Ministerio de Educación
(Ministry of Education)

Pre-school and community education in rural areas

1985 – 1989

During a first phase of the project from 1981 to 1985, efforts were concentrated on developing a possible model for community-based pre-schools in six communities in the north-west region of Nicaragua. The pre-schools use local mothers trained as para-professionals, with an extension arm staffed by student volunteers. This has emerged as both effective and feasible despite the difficulties of the area. In its current phase, the project has expanded to more communities in other parts of the country, and is working to refine the training courses and to increase the involvement of parents and community members to create a more supportive environment for the young child.

Centro de Educación Promocional Agraria (CEPA)

Meeting the needs of 'at risk' children

1989 – 1991

Ciudad Sandino is a highly disadvantaged municipality close to Nicaragua's capital, Managua. Its 66,000 inhabitants live in conditions of extreme poverty, lacking practically all basic services. Many children are at risk, confronting malnutrition, severe neglect, abandonment, violence and sexual abuse. The project is involving the community in finding solutions to these problems. Community members are being trained to work with parents and children at risk, and an educational programme for parents is planned which will focus on their personal and family problems and how these affect the development of their children.

Population (millions):
Total: **20.7**
Children under 5: **3.1**

Infant mortality rate
1960: **142** 1987: **89**

Under 5 mortality rate
1960: **233** 1987: **126**

Primary school enrolment
male/female (1981): **95/91**

Primary school completion
rate: **51**

Ministerio de Educación
(Ministry of Education)

Instituto Pedogogico
(Teacher Training Institute)

1985 – 1990

The *Instituto Pedogogico* provides training, demonstrations, materials and support for pre-school and early primary school teachers throughout Peru. The training focuses on upgrading professionals' knowledge of child development and education in general; understanding the specific needs of disadvantaged children; strategies and methods of non-formal education; and involvement of para-professionals, teachers, parents and the community. The *Instituto Pedogogico* has recently been established within INSDE, the Eucational Research and Development Institute of the Ministry. Existing pre-school and primary school facilities and a resource centre are the base for training, demonstrations and the development of curricula and materials. Recently, plans have been developed to increase the coverage of the project through the establishment of regional and local training teams in locations around the country.

Ministerio de Educacion
(Ministry of Education)

Bridging pre-school and primary school

1988 – 1993

Entry into Peru's highly traditional primary education system can rapidly undo the benefits of pre-school education. More than 80 per cent of the country's primary school children repeat at least one grade and 49 per cent do not complete primary education. The situation in marginal urban and rural areas is even more critical. Based on the efforts of the Ate-Vitarte pre-school project and the Teacher Training Institute (see above), this project is attempting to improve the quality and effectiveness of the first grades of primary education through relating the curriculum, teaching methodology and educational materials to those used in pre-school education. Special attention will also be paid to involving parents and to equipping teachers with the skills to meet the specific needs of minority and disadvantaged children.

Population (millions):
Total: **1.2**
Children under 5: **0.1**

Infant mortality rate
1960: **54** 1987: **20**

Under 5 mortality rate
1960: **67** 1987: **24**

Primary school enrolment male/female (1981): **89/92**

Primary school completion rate: **78**

Servol (Service Volunteered for All)

Regional training for professional and para-professional pre-school teachers

1986 – 1989

The Caribbean Life Centre, set up by Servol in 1983, offers practical pedagogical training to academically unqualified pre-school teachers throughout the Eastern Caribbean. This is combined with training in leadership skills, work with parents, and techniques of community organisation, all of which have been developed by Servol through a series of Foundation-supported projects undertaken in Trinidad and Tobago since 1972. The demand for places at the Centre is high and during the second phase Servol is extending and consolidating its follow-up service after trainees return to their schools; becoming involved in supervisor training; providing a series of resource centres to enable territories throughout the Caribbean to extend support for early childhood education; and assessing the effects on children and parents of the programme as a whole.

Ministry of Education/ Servol

Development of non-formal programme of early childhood education and care in high-risk areas

1987 – 1990

The proven success of the Servol approach to training pre-school teachers (see above) was immediately recognised by the government which came to power in Trinidad at the end of 1986. Servol was asked to act as the government's agent in developing a national non-formal programme of early education and care. The programme is mobilising local community groups to provide the basic physical and other support structures; develop and implement both on-the-job training for pre-school workers and training for supervisory staff; and implement parent and community education programmes. It is planned to train sufficient teachers to be able to open 40 new community-organised pre-schools each year for the duration of the project.

Population (millions):
Total: **243.4**
Children under 5: **18.2**

Infant mortality rate
1960: **26** 1987: **10**

Under 5 mortality rater
1960: **30** 1987: **13**

Primary school enrolment male/female: **97/97**

Primary school completion rate: **n.a.**

Committee for Boston Public Housing Inc.

Early childhood education and self-help

1984 – 1990

Ten per cent of Boston's people live in public housing schemes, in conditions of serious economic, social and environmental deprivation. Operating in five housing developments, the project has concentrated on empowering families, many headed by young mothers living at or below poverty level. With project staff acting as trainers and resource persons, parents have collaborated to improve facilities for families and to alter official policies where these failed to provide parent or child education, play areas or health care. A model pre-school has been established with a multicultural curriculum. Active tenant participation in decision making at all levels is a significant aspect of this project, now entering a second phase, which involves an expansion into four new housing areas, and an extension of the number of parent-run early childhood education centres. The project is also sponsored by the Boston Foundation, the City of Boston and the State of Massachusetts.

Denver Indian Centre, Inc.

Early childhood services for urbanised American Indians

1985 – 1991

Denver has one of the USA's highest urban concentrations of Indian people. Nearly 80 per cent of Denver's Indian families have incomes below poverty level and educational achievement is very low. In addition, many young Indian children do not speak English as their first language, and knowledge of Indian languages and cultures within the educational system is almost non-existent. In a first phase the project worked within the Centre's pre-school to devise and implement a culturally relevant curriculum, collaborated with the children's parents, and devised basic courses on nutrition, health, home safety and other topics. During the second phase the curriculum is being refined with the aim of disseminating it more widely; further ways of involving parents in their children's learning both inside and out of the classroom are being established; and cooperation between agencies involved with American Indians is being promoted throughout the city and State.

University of New Mexico, College of Education

Hispanic family education programme

1985 – 1990

New Mexico is materially one of the poorest states in the USA. People of Hispanic origin constitute more than 37 per cent of the population and it is estimated that between 13 and 40 per cent of them live below the federally-determined poverty level. The incidence of high-risk pregnancy among poor Hispanic mothers is also very high. The project has been working since 1985 to enhance the development of children aged 0 to 5 years; improve the ability of education, health and social services to work with poor Hispanic communities; and develop the skills and attitudes necessary for self-help among the families and communities themselves. As a result, parents have taken over much of the responsibility for the operation of a pre-school programme in community centres. Significant advances in children's preparedness for school, social behaviour, language and cognitive skills have also been demonstrated. In a second phase, the project will extend its coverage to other Hispanic communities, develop training for para-professional staff and parents, intensify collaboration with the school system and other agencies working with Hispanic families, and share project experiences within the state and country.

Federation of Child Care Centers of Alabama (FOCAL)

Upgrading day care services and parent education

1986 – 1990

Educational and other prospects for black children throughout Alabama are low in comparison with those of the children of other ethnic groups outside the Deep South. Infant mortality actually rose in Alabama in 1984. Most black children in Alabama do not complete high school and illiteracy remains high. FOCAL aims to improve the functioning of private day care services for young black children through a multi-faceted approach. This includes generating new approaches to parental education and support, building State-wide networks, raising self-esteem and skills, developing culturally appropriate curricula, and training staff. A key ingredient is enabling participants to overcome 'negative racial scripting' through FOCAL's Peer Education Project, in which education is seen as a dynamic two-way process between persons of equal worth and equal value.

Vanderbilt University, Nashville, Tennessee

Maternal and infant education in deprived communities in Appalachia

1987 – 1990

States comprising the Appalachian region have the highest levels of infant mortality in the country. Children who survive their first year face chronic health and educational problems. Vanderbilt University has developed a child survival and development programme to operate in seven townships in four of the States. The programme is training local mothers to establish a network of 'natural helpers' to identify and counteract poor child care practices, particularly among high-risk families. Special emphasis is placed on working with young mothers and infants, building on positive aspects of the local culture.

Canton Public School District, Mississippi

Development of a community-based early education programme

1989 – 1991

Until 1969 Canton's education system, as other services in the Deep South, was racially segregrated. A large proportion of white children now attend private schools, leaving the public education sector with insufficient finances, poorly motivated staff, and little parental involvement. As part of a major move toward restoring confidence and community support for public education, the project's focus is on parents of young children to support them in their role as their children's first educators and to stress the importance of home as a learning environment. Activities include coordinated action by education and health services to improve the poor health status of many children; a drop-in centre to include a playgroup; a telephone help line; newsletters for parents; a home visiting scheme with specially trained parents as visitors; and a city-wide education and information campaign.

VENEZUELA

Population (millions):
Total: **18.3**
Children under 5: **2.6**

Infant mortality rate
1960: **81** 1987: **36**

Under 5 mortality rate
1960: **114** 1987: **45**

Primary school enrolment male/female: **n.a.**

Primary school completion rate (1978): **68**

Universidad Metropolitana
(Metropolitan University)

Centres for the child and family

1985 – 1989

A quarter of Venezuela's population are in the 0-6 age group and a third live in urban shanty towns, below the official poverty level. The project provides training for the staff of centres for the child and family (*Centros del Niño y la Familia*) which were established by the Ministry of Education in nine sites in the *barrios* surrounding Caracas. Each centre has a pre-school teacher and up to 10 *promotores* – people who are selected by the community and who receive training in family support and community development. Each of the *promotores* liaises with 10 families through home visits and activities at the centres which focus on nutrition, health, family relationships and legal protection.

VENEZUELA

Ministerio de Educacion/ Universidad Metropolitana/ Fundaprin

Community-based formal and non-formal day care

1988 – 1990

In Punto Fijo, the largest town in the Peninsula of Paraguaná, infant mortality has increased over the past 10 years. Unemployment, too, has been on the increase, forcing women to take on whatever occasional work they can find in order to keep their families going. Children are left to their own devices from an early age. The project is developing, in partnership with the community, an all-round programme to meet the developmental and health needs of pre-school children and families in these marginal circumstances.

PUBLICATIONS

Newsletter	The Foundation Newsletter reports on the work of Foundation-supported projects throughout the world and provides information on issues related to early childhood care and education. Published four times a year (January, April, July and October) in English. Copies of most back issues are available on request. ISSN 0921-5840
Boletin Informativo	A Spanish-language selection of articles which have appeared in the Newsletter. Published in 1987, 1988 and 1989. ISSN 0921-593X
Beyond Child Survival: towards a new future Report of the Bernard van Leer Foundation, 1986-1987	The second biennial report of the Bernard van Leer Foundation covers activities during the years 1986 and 1987. The report includes feature articles on six projects in Mozambique, Singapore, Ireland, Italy, Trinidad and Colombia as well as summaries of work undertaken during the period in 40 developing and industrialised countries around the world. Published October 1988 in English. ISSN 0921-5921
Alternatives in Early Childhood Care and Education Report of the Bernard van Leer Foundation, 1984-1985	The Foundation's first biennial report provides a succinct account of the Foundation's work during 1984 and 1985. The 80 page report includes feature articles on six projects in Kenya, Malaysia, Israel, The Netherlands, Sweden and Peru. Published November 1986 in English.
The work of the Bernard van Leer Foundation	An introductory leaflet about the aims and work of the Foundation. Published April 1989 in English and Spanish.
A Small Awakening: the work of the Bernard van Leer Foundation 1965-1986 - Hugh Philp with Andrew Chetley	Based on research undertaken by Professor Hugh Philp, the Foundation Consultant for Australasia, this publication traces the development of the Foundation through its projects and other activities over a 20 year period. From an initial focus on compensatory education, the Foundation's work has evolved, in the light of experience, to its present emphasis on the development of children in the context of their own environments. Published November 1988 in English. ISBN 90-6195-015-5
The Koninginnegracht Years	A special edition of the Newsletter published on the occasion of the Foundation's move to new offices. It contains extracts from the Newsletters published during the 16 years the offices were based at Koninginnegracht, The Hague. Published May 1987 in English.

OCCASIONAL PAPERS

Early Childhood Care and Education: the Challenge
Walter Barker (Occasional Paper No 1)

The first in a series of Occasional Papers addressing issues of major importance to policy-makers, practitioners and academics concerned with meeting the educational and developmental needs of disadvantaged children. Published January 1987 in English.

Meeting the Needs of Young Children: Policy Alternatives
Glen Nimnicht & Marta Arango with Lydia Hearn (Occasional Paper No 2)

The paper reviews conventional, institution-based approaches to the care and education of young children in disadvantaged societies and proposes the development of alternative, low-cost strategies which take account of family and community resources and involvement as the starting point for such programmes. Published April 1987 in English.

Evaluation in Action: a case study of an under-fives centre in Scotland
Joyce Watt (Occasional Paper no. 3)

The main body of this paper is the evaluation report of a Foundation-supported project in the United Kingdom. It is preceded by an examination of the issues involved in evaluation together with an explanation of the way in which this particular study was carried out. It has been published with the external evaluator in mind, but will be of interest to all those involved in the evaluation of community-oriented projects. Published October 1988 in English. ISBN 90-6195-014-7

SEMINAR REPORTS

Children and Community: progressing through partnership

Summary report and conclusions of the Tenth International Seminar held in Kingston, Jamaica in November 1988. Published February 1989 in English. ISBN 90-6195-016-3

Children at the Margin: a challenge for parents, community and professionals

Summary report and conclusions of the third Eastern Hemisphere Seminar held in Newcastle, Australia in November 1987. Published February 1988 in English. ISBN 90-6195-013-9

The Parent as Prime Educator: changing patterns of parenthood

Summary report and conclusions of the fourth Western Hemisphere Seminar held in Lima, Peru in May 1986. Published September 1986 in English, Spanish and Portuguese.

Multicultural Societies: early childhood education and care

Summary report and conclusions of an International Seminar held in Granada, Spain in June 1984. Published 1984 in English, Spanish and Portuguese.

can include the importance of play, making toys and equipment from scrap materials and from the natural environment, information and advice on nutrition and health, and other needs of the children or the community. Many of the people doing this work are women from the same community who have been trained by the project. The involvement of parents and other adults helps to build up their own skills and self-confidence and this, in turn, leads to other improvements in the social and physical structure and the self-assurance of the community as a whole.

Geographical span

In accordance with its statutes, the Foundation gives preference to countries in which the Van Leer Group of Companies is established.

Applications for suppport

Decisions concerning the funding of major projects are taken by the Board of Trustees of the Foundation. No commitments can be given before such approval by the Board.

There are no application forms and the Foundation does not prescribe a rigid formula for proposals. Potential applicants are strongly advised to submit an outline of their aims and objectives before preparing a detailed proposal.

Funds can be made available for the implementation of innovatory projects in the field of early childhood care and education. Applicants can be public bodies, academic or non-governmental institutions, or voluntary organisations.

Grants are not given to individuals or for general support to organisations or in response to general appeals. The Foundation does not provide study, research or travel grants.

The Foundation recognises that projects in its field of work require time to develop and implement new approaches and grants are normally made for more than one year. The long-term sustainability of a project is an important consideration in the appraisal of proposals.

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